



Conservation Study Institute

A Report for the Years
2002 to 2004



The Conservation Study Institute (CSI) was established by the National Park Service in 1998 to enhance leadership in the field of conservation. A partnership with academic, government, and nonprofit organizations, the institute provides a forum for the National Park Service, the conservation community, and the public to discuss conservation history, contemporary issues and practices, and future directions for the field.

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No. 2 — *International Concepts in Protected Landscapes: Exploring Their Values for Communities in the Northeast, 2001*

No. 3 — *Collaboration and Conservation: Lessons Learned in Areas Managed through National Park Service Partnerships, 2001*

No. 4 — *Speaking of the Future: A Dialogue on Conservation, 2003*

No. 5 — *A Handbook for Managers of Cultural Landscapes with Natural Resource Values, 2003*
(web-based)

No. 6 — *Collaboration and Conservation: Lessons Learned from National Park Service Partnership Areas in the Western United States. A Report on a Workshop March 18–19, 2003, Santa Fe, New Mexico, 2004*

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Our most effective
[conservation] work results from
engagement with others, where the
collective effort extends the reach of all. The
[National Park] Service and our partners
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combined efforts that we can help our
society to succeed in passing on unimpaired
to future generations the national
system of parks and special places...

—National Park Service Director Fran P. Mainella

Letter from the Director

Successful stewardship of national parks and other places of heritage depends on broad-based partnerships, increased community engagement, and a commitment to the future. This means that conservation today is complex and challenging, but also provides tremendous opportunities for more people to be involved in many more ways than in the past.

“The world has profoundly changed since the late nineteenth century when the first national parks were created. These changes have challenged the National Park Service to assume responsibilities never anticipated when the agency was established in August 1916 ... [today] parks are part of broader communities ... [and] park management is more complex ...”

– NPS Director’s Order on Communication

The National Park Service established the Conservation Study Institute to help the agency and its partners stay in touch with the evolving field of conservation and develop more sophisticated partnerships and new tools and strategies.

This three-year report highlights our work in sharing best practices, cultivating leadership, and analyzing trends in conservation. A diversity of programs creates opportunities to reflect on lessons learned, to exchange leadership experience, and to maintain a dialogue on the best thinking and practice in the larger world of conservation. The Institute is dedicated to assisting the National Park Service and its partners in becoming increasingly effective and creative in meeting new challenges, and more open and responsive leaders in building collaboration and commitment for the stewardship of our national system of parks and special places.



Nora Mitchell
Director
Conservation Study Institute
National Park Service



The Institute's mission is
to create opportunities
for dialogue, inquiry,
and lifelong learning
to enhance the
stewardship of
parks, landscapes, and
communities.



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Exploring the Lessons of Partnerships


*Workshop Advances a
National Park Service Priority*

By Doug Wilhelm

When Laura Gates, superintendent of the Cane River Creole National Historical Park in northwest Louisiana, arrived at the workshop that CSI co-sponsored in Santa Fe last March, she hoped that she could both contribute lessons from her own experience and learn from other seasoned practitioners. Gates traveled to this program, "Collaboration and Conservation: Lessons Learned from National Park Service Partnership Areas in the Western U.S.," with a partner in her work, Nancy Morgan, executive director of the Cane River National Heritage Area, a congressionally designated regionally distinct rural agricultural landscape that includes the historical park.

Within the National Park Service, diverse working partnerships are a growing presence; these include areas that are managed through collaboration with many other organizations, such as national heritage areas. In recognition of the increasing importance of collaboration, NPS Director Fran P. Mainella created an associate director for partnerships and the NPS Partnership Council. Drawing its membership from parks and regions, the council advises Mainella and her leadership team on ways that partnerships could be expanded "across NPS program and geographic lines."

"Our most effective work results from engagement with others, where the collective effort extends the reach of all," Director Mainella wrote. "The [National Park] Service and our partners understand it is only through our combined efforts that we can help our society to succeed in passing on unimpaired to future generations the



Laura Gates and Nancy Morgan at Santuario de Chimayo within the proposed Northern Rio Grande National Heritage Area.

FACING PAGE: Ernest Ortega (center) leads a field trip in the proposed heritage area with Jim Bellamy (left) and San Juan Pueblo Councilor Herman Agoyo (right).

national system of parks and special places ...”

CSI designed the partnership workshop in collaboration with the QLF/Atlantic Center for the Environment and the NPS Planning and Special Studies Program. The workshop created an opportunity for 27 people with substantial partnership experience to reflect on what they have learned, and to collectively identify insights and strategies. Jackie Tuxill, CSI director for partnership programs, explained, “workshops like this allow people to share their experience with peers—it’s structured for dialogue.”

“One of the things I loved about the program,” Gates said, “was learning how partners in other parts of the country are operating.” She was particularly impressed with the idea that “partnerships are key,” not only to her park and heritage area, but “for any kind of concept to flourish, that partnerships are built on trust, [and] that every interaction must have trust as the basis of it.”

More Interactive, More Proactive

Another experienced partner who participated in the workshop was Greg Moore, executive director of the Golden Gate National Parks Conservancy, a community-based nonprofit that has been working for 15 years with Golden Gate National Recreation Area, a 75,000-acre complex of national parks in the San Francisco Bay area.

“Here at Golden Gate, our community is broad and diverse—it runs the gamut from school kids to senior citizens, to people of all economic and [ethnic] backgrounds, to people who see that the ideals of the NPS have resonance within their own communities.”

“When the conservancy began, we started with the primary purpose of providing quality interpretive and education materials for park visitors ... over time, we began to see that interpreting park values was a multifaceted enterprise, and it meant more than publishing brochures—it needed to be more interactive, more proactive, it had

2000 to co-administer the new El Camino Real National Historic Trail in New Mexico.

“The trail runs through lands that we have long-term ties with—either we manage them, or communities that live along the trail provide management,” Schlanger explained. The partnership, she said “is a way for the bureau to reach out to



to reach outside park boundaries and involve people.”

Moore said he, too, took away new ideas and insights from the Santa Fe workshop. “Partnerships by their nature are very custom-built for each individual alliance,” he said. “So the ability to be among professional practitioners who are trying a whole variety of interesting and effective techniques and programs is illuminating in terms of the content, and it’s also inspiring.”

Creating a “Road Map”

Among the newest partners who came to Santa Fe was Sarah Schlanger, associate state archeologist for the U.S. Bureau of Land Management (BLM) in New Mexico. In a first-time collaboration of its kind between the two agencies, NPS and BLM began in

those communities in a different way: not through issuing permits, but by working with those communities to come to a better understanding of our shared heritage.” The El Camino Trail collaboration has, she said, “opened BLM’s eyes to the opportunity to connect with communities in a totally different way than we normally do.”

At the partnership areas workshop, Schlanger found that, indeed, “the things that people are doing out there are models for being creative to get things done. The people who were at that workshop are really an astonishing group, who have been able to put together quite diverse and powerful partnerships.”

Karen Wade, former NPS regional director for the Intermountain Region, agrees. “The parks that are doing the best are those that have

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figured out how to collaborate and share ... It is my belief that building relationships creates opportunities."

Wade also participated in the workshop. "It was very exciting; [the dialogue] allowed for consensus ideas to emerge. We ended up with a list of ideas that were so well-constructed that it provides a road map for the development of partnership programs for the whole service." The workshop participants produced a brief summary of the workshop, "Developing a Sustainable Environment for Partnerships," and presented it to the NPS Partnership Council. These recommendations call for placing communities at the center of partnerships, developing a compelling vision statement for partnership work, mapping the assets from which the NPS can learn, and doing research and analysis that can support partnership work. CSI published the findings of this workshop in *Conservation and Collaboration: Lessons Learned from National Park Service Partnership Areas in the Western United States* to encourage more discussion on partnerships.

"A conventional view of partnership is that it's something that you enter into so that each party can advance an agenda, or have more resources to get something done," Moore reflected after the program. "A deeper view has evolved for me—that a partnership really allows for broader community and societal ownership of what the national park values are all about, and to help evolve the meaning of what national parks and protected areas mean for people from a variety of backgrounds. ... This creates a richer concept of what national parks can be and should be for the future."

GATEWAY COMMUNITIES LEADERSHIP PROGRAM:

Building Bridges between Public Lands and Their Neighbors

Public land managers and neighboring towns and cities—often referred to as gateway communities—are building their collaboration through a program cosponsored by the Institute and a consortium of partners in the Gateway Communities Leadership Program. Over the last five years, the partners have worked together to create a

multidimensional program that builds the capacity of public land managers and gateway communities to collaboratively identify and address issues of mutual concern. The program includes national course offerings, tailored regional and community workshops, interactive television workshops, case study videos, and publications.

Every two years, a national training course, "Balancing Nature and Commerce in Gateway Communities," offers assistance to public land-gateway community teams to plan and carry out collaborative community-based initiatives. During the workshop, teams of public land and community representatives work together to craft strategies that can be implemented in their home regions. Offered in Seattle in September 2002 and in Savannah in October 2003, the national course attracted teams from Great Smoky Mountains National Park and the neighboring Nantahala National Forest, Apostle Islands National Lakeshore, Cape Lookout National Seashore, and Chickamauga and Chattanooga National Military Parks, among others.

Often requests for follow-up workshops and technical assistance originate with teams that attend the national course. This was the case with the teams from Denali National Park and Preserve (Alaska) and the St. Croix National Scenic Riverway (Minnesota and Wisconsin). Follow-up technical assistance from CSI Director of Community Engagement Delia Clark assisted the Alaska team with conducting a vision-to-action workshop that launched a community conservation and sustainable development initiative complementing national park efforts to develop the new Denali south-side visitor center. The team from the St. Croix National Scenic Riverway developed a series of eight regional workshops in 2003 designed to address the needs of communities along the 25-mile-long river corridor. These workshops created a sense of regional identity and a common agenda among the communities along the two-state river valley.



*Planner with Matanuska-Susitna
Borough, Alaska*

PARTNERS: The Conservation Fund, NPS Park Planning and Special Studies Program, Sonoran Institute, U.S. Fish and Wildlife Service National Conservation Training Center

Landscapes for Partnerships and Community Engagement

Heritage areas are an important direction in conservation, as demonstrated by the growth in the number of heritage area initiatives at every level in the U.S. Today, there are 27 congressionally designated heritage areas and corridors, and many proposals for additional national areas. A number of new state heritage programs have joined the established ones in New York and Pennsylvania, and literally hundreds of regional grassroots initiatives are underway across the country.

While the first national heritage area was designated as recently as 1984, the concept of conserving important lived-in regional landscapes—by engaging every level of government and, most critically, the people who live in them—had been under development for over 30 years. These ideas have been tested not just in the U.S., but also in Europe and around the world.

Brenda Barrett, NPS national coordinator for heritage areas, and Nora Mitchell, CSI director, served as guest editors for the June 2003 issue of the *George Wright Forum* on “Stewardship of Heritage Areas.” These papers examine global trends in conservation stewardship, review the historical development of heritage areas in the U.S., and identify the benefits of this collaborative approach in telling richer stories and tackling daunting preservation projects.

Learning from 20 Years of Experience: A Sustainability Study for the Blackstone River Valley National Heritage Corridor

Now in its twentieth year, the John H. Chafee Blackstone River Valley National Heritage Corridor Commission is taking both a reflective and forward-thinking approach to determining its future. The commission decided to evaluate progress toward achieving the corridor’s goals established by Congress in 1986, and to review the existing management structure and look at options for strengthening its effectiveness. The commission’s desire to be transparent and open in its deliberations led to a partnership with the NPS Conservation Study Institute. The Institute is conducting a “Sustainability Study” that will provide the commission with a framework to inform its decisions about strategic future directions for the corridor. The report will:

- Evaluate the commission’s accomplishments, including documenting leverage of National Park Service funding;
- Analyze potential management alternatives for achieving the national interest of the Blackstone Valley; and
- Assess future commitments needed to attain sustainability of the conservation efforts.

This project is being used as a case study by the Partnership Committee of the National Park System Advisory Board in its deliberations on the future of National Heritage Areas and their relationship to NPS. A report on this sustainability study will be presented to the commission in February 2005.

Considering Future Directions for National Heritage Areas: A Report to the NPS from the National Park System Advisory Board’s Partnership Committee

In 2004, NPS Director Fran Mainella asked the National Park System Advisory Board to look at the future of national heritage areas and their relationship to the National Park Service. The board, authorized by Congress to advise the director of the National Park Service on current conservation issues, asked the Partnership Committee to prepare a report based on a series of discussions and cases studies. The Conservation Study Institute has been working with NPS National Heritage Area Coordinator Brenda Barrett and the NPS Policy Office to support the work of the Partnership Committee.

Mayor Jerry N. Hruby of Brecksville, Ohio, Chair of the Partnership Committee, convened the first meeting in the John H. Chafee Blackstone River Valley National Heritage Corridor (Massachusetts and Rhode Island) and the second in the Cane River National Heritage Area (Louisiana). The Institute’s sustainability study for the Blackstone National Heritage Corridor is serving as a case study for the committee’s deliberations. A report from the National Park System Advisory Board to the NPS director is anticipated in late spring 2005.



*Blackstone River Valley
National Heritage Corridor*

The Institute convenes dialogue on current issues to encourage innovation, strengthen public commitment, and ensure the relevancy of national parks and other special places to all citizens.

Conversations on the Contemporary Meaning of Parks

Civic Engagement Initiatives

Over the last three years, the Northeast Region, with the leadership of Regional Director Marie Rust, initiated a national discussion on how civic engagement can enhance stewardship and strengthen the public's connection to national parks. Subsequently, in 2003, NPS Director Fran Mainella issued a director's order articulating the park service's commitment to civic engagement.

"Civic engagement is a continuous, dynamic conversation with the public on many levels that reinforces public commitment to the preservation of heritage resources, both cultural and natural, and strengthens public understanding of the full meaning and contemporary relevance of these resources."

— Director's Order 75A:

Civic Engagement and Public Involvement, 2003

Exploring the Relationship between Nature and Culture

In 2004, the Institute collaborated with the NPS Northeast Region and Marsh-Billings-Rockefeller National Historical Park to host a civic engagement seminar, "Contested Landscapes: Humans and Nature in National Parks." This workshop explored the challenges of interpreting American landscapes and, in particular, national parks with discordant views about natural and cultural resources.

Dr. Edward T. Linenthal (Professor of Religious and American Culture at the University of Wisconsin) and Dr. William Cronon (Professor of History, Geography, and Environmental Studies at the University of Wisconsin) served as seminar discussion leaders. Three case studies—Cuyahoga River Valley National Park, Point Reyes National Seashore, and Marsh-Billings-Rockefeller National Historical Park—demonstrated the dilemmas involved with managing public landscapes that are

"Within this [Northeast] region, the emphasis is on how our sites speak to visitors, so they can understand all the stories and engage in dialogue about what happened here and why. We use our sites not only for interpretation, but also for education and participation. The goal is about building better citizens through civic engagement."

— Marie Rust, NPS Northeast Regional Director

rich in history, cultural traditions, and dynamic natural ecosystems. Deliberations highlighted the importance of public lands as places of learning and as great laboratories for cultivating a more mindful and integrated relationship with our natural and cultural environment. Participants acknowledged the deeply held values in the NPS and in American society, and discussed ways that civic engagement contributes ideas related to site-specific management as well as defining new intellectual constructs for a more complex meaning of place.

PARTNERS: NPS Northeast Region, Marsh-Billings-Rockefeller NHP, NPS Policy Office

Recognizing the Diversity of Innovation in National Park Stewardship



The goal of Eastern National's publication, *Branching Out: Approaches in National Park Stewardship*, is to create a greater understanding of innovations in national park management, and in particular to recognize the significant role partnerships play in meeting the challenge of resource stewardship. Published in 2003, this booklet points out that the evolution of the park concept over time has been in response to changes in American society and cultural values. Today, "partnerships that combine a landscape perspective with a growing community-based commitment to stewardship have become critical factors in the sustainability of all national park areas." CSI Director Nora Mitchell served on the editorial advisory team for the publication.

CELEBRATING STEWARDSHIP:

An Atlas of Places, People, and Handmade Products

Stewardship begins with people. This atlas celebrates the personal stories of stewardship, while illustrating its broad, rich geography. Its inspiration comes from people taking care of special places. For more than 30 years, Mary Lee Begay (right) has woven traditional Navajo rugs for Hubbell Trading Post National Historic Site in Ganado, Arizona. Dave Evans, a fifth-generation Pierce Point rancher at Point Reyes National Seashore, California, is developing innovative, sustainable approaches to keep agriculture alive on the peninsula. Along the Blue Ridge Parkway, Judy and Bill Carson and Kit Trubey, owners of The Orchard at Alta Pass in Spruce Pine, North Carolina, encourage local theater and music, while growing heirloom apples. These are faces of stewardship—friends, neighbors, and communities in and around our national parks, heritage areas, and national historic landmarks. They preserve authentic traditional cultures and landscapes, demonstrating for local residents and visitors alike an enduring stewardship ethic and a commitment to sustainability.

A project update is the beginning of an exploration of the connections between places, people, and special products. This update includes three case studies illustrating good stewardship and highlighting traditions and innovations that advance conservation and sustainability. In *An Atlas of Places, People, and Handmade Products*, we will include more

stories from more places. With this project, we plan to create a network of park people and producers eager to share their knowledge and experiences.



Principal Project Objectives:

1. Recognize people practicing stewardship that sustains important landscapes and living cultures.
2. Demonstrate the relationship between people, special products, and landscapes and explore issues related to marketing, branding, and certification.
3. Highlight the biodiversity value of cultural landscapes.
4. Model sustainable behaviors to visitors and neighbors, demonstrating a commitment to community stewardship of landscapes.
5. Enhance relationships between parks and neighboring communities.
6. Build a network of people and organizations involved in this work.

Sharing Best Practices on Place-based Education

The Institute demonstrates and evaluates education that forges an enduring connection between people, their communities, and public lands. Place-based education provides youth and adults with opportunities to become engaged in stewardship.

Ecologist Tom Wessels reads the natural and cultural history of the forested landscape.

"Park-based learning is powerful—and transformative. People more readily retain information, grasp meanings, and adopt new behaviors and values when directly involved with cultural and natural heritage resources and sites."

— NPS Director Mainella,
Renewing Our Education Mission, June 2002

FACING PAGE: *Renewing Our Educational Mission Report to the National Leadership Council*, June 2003, National Park Service.

Education, the Parks, and Leadership

Seminars Kindle a New National Vision

By Doug Wilhelm

In its landmark report, *Rethinking the National Parks for the 21st Century*, the National Park System Advisory Board challenged the NPS to "proclaim anew the meaning and value of parks, conservation, and recreation; to expand the learning and research occurring in parks and share that knowledge broadly; and to encourage all Americans to experience these special places." In addition, the board emphasized that "parks ... are powerful resources offering unique, place-based learning opportunities ... [and] offer citizens of all ages opportunities to strengthen their connections to the environment and to renew their sense of wonder and appreciation for our democracy." The nation as a whole has been seeking fresh perspectives on how its educational institutions can have a much greater impact, the advisory board said. The National Park Service is such an institution, and American society will benefit enormously if NPS takes a deep new look at all the best ways it can help people learn and become more engaged citizens.

The NPS National Leadership Council (NLC) responded to this advisory board report and its education challenge with an effort unlike any it had undertaken in the past. From December 2002 through June 2003, with support from the new NPS Director Fran P. Mainella and help from a national working group that included CSI, the NLC devoted part of each bimonthly meeting to a series of seminars in which council members listened and talked in depth with a succession of experts, researchers, and field practitioners engaged with leading-edge education as it relates to American parks.

“The series was conceived as a bridge between NPS leadership and the best ideas on education in this country,” said Nora Mitchell, CSI’s director. To develop the topics and assemble the speakers, the working group gathered ideas and input from park superintendents and education practitioners across the country.

“We drew on the experience in education out in the field, which is tremendous and impressive,” Mitchell said. “We also drew on the knowledge from a wide range of experts outside the NPS—this was a great combination to bring to NPS leadership as it crafted a response to the challenge set by the advisory board—to raise the bar higher.”

“It’s important that the NLC had the interest and took the time and the energy to go through a series of seminars to learn about the potential of national parks as a contributor to learning in America today,” said Julia Washburn, a member of the series working group who is vice president for grants and programs at the National Park Foundation. “So this,” she added, “was a very important step forward.”

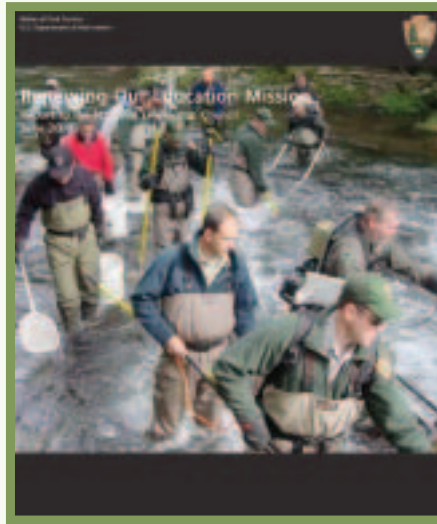
Loran Fraser, director of the NPS Office of Policy, agrees. “This was a commitment by the leadership of the organization to learn [and] to gain information on current practices, research, and theory before making any decisions on what the course of action would be.”

“Place-based Education Has Great Promise”

The topics that seminar speakers and the NLC explored included “place-based education, highlighting the strong connection between place and the learner; learning styles and the need to understand the different ways in which people process information; the challenge of providing meaningful multiple

learning experiences; and the need for program evaluation,” along with technology and distance learning, the *NLC Journal* reported. Speakers were both national and community-based leaders in their fields.

Among them was Megan Camp, vice president of the Vermont-



based educational nonprofit, Shelburne Farms. CSI has worked with Shelburne Farms on a place-based education project titled “A Forest for Every Classroom: Learning to Make Choices for the Future,” together with Marsh-Billings-Rockefeller National Historical Park, the Green Mountain National Forest, the National Wildlife Federation, and teachers from a number of Vermont communities. This partnership was crafted on a common vision of students learning from and caring for public lands. A professional development program for teachers introduces them to public lands in their communities as places for exploration and real-world learning, and then supports their development of curriculum that integrates interdisciplinary study of place with stewardship and civics.

“Parks themselves are place-based, so they are an incredible classroom,” Camp later reflected. “In

addition, there’s a close relationship between knowledge of place and a sense of stewardship—through learning opportunities on public lands, learners have the chance not only to gain knowledge, but also to be stewards of their own heritage. The long-term goal is to contribute to developing important civic engagement and citizen-skip skills.”

Camp said the NLC members asked her questions about the results learned from the project’s evaluation, which was then in mid-process. “They wanted to know: Is there evidence that if we invest in these types of programs, we’ll see a longer-term outcome of more involved citizenry practicing stewardship in our communities?” Although research is ongoing, Camp notes that “the evidence to date indicates that place-based education has great promise for both engaged student learning as well as revitalizing teachers.” Camp quoted one of the participating teachers, “This program has rekindled my soul and passion for teaching. It has made it meaningful again.”

The Results: A National Strategy

“Throughout the seminar series, NLC members grappled with the issues and ideas very directly,” said working group member Patti Reilly, director of NPS’s Northeast Center for Educational Services. “The seminar series was an opportunity to take a step back for thoughtful discussions with experts and people outside the NPS, and to consider the larger picture. This was also a look forward—how are we going to be operating into the next century? What are the implications of demographic changes and the need for more

Continued from page 11

community connections? How can we be more strategic? At the conclusion, I hoped the series would put the agency in a position to develop a national approach to education,” Reilly said, “and it did that.”

The NLC followed up by recommending to NPS Director Mainella a vision, guiding principles, and three goals for National Park Service education: build capacity, guarantee opportunities, and strengthen partnerships. The NLC then asked a group of NPS staff from across the country to review these recommendations and develop a more detailed educational strategy that was published in June 2003 as *Renewing Our Education Mission*. Director Mainella then created a National Education Council, with NPS representatives from across the country, to guide the implementation of this effort. The National Park System Advisory Board has formed an education committee to continue its focus on the learning potential of national parks, and to work in concert with the NPS education council.

“I have never seen an issue so excite this organization as the prospect of developing our capacity as an educator,” reflected seminar participant Loran Fraser. “This was very exciting, it was reaching out. It was growth.”



RENEWING THE NPS EDUCATION MISSION:

Follow-up Actions to the National Seminar Series

Rethinking the National Parks for the Twenty-first Century (published in 2001) called on the National Park Service to further develop its capacity in education. The report declared that education is central to the mission of the National Park Service, and stated that NPS can not accomplish its mission without a more coherent and comprehensive educational focus. It observed that parks are powerful educational resources, and that NPS has enormous potential to advance its purposes through education. It called on the National Park Service to become a more significant part of America’s educational system, with budgets, policies, and an organizational structure reflecting this vision.

[The board recommends that] the National Park Service embrace its mission, as educator, to become a more significant part of America’s educational system by providing formal and informal programs for students and learners of all ages inside and outside park boundaries.

— National Park System Advisory Board, *National Parks for the 21st Century*, 2001

In response to this report, the NPS director and the National Leadership Council initiated a seminar series designed to explore state-of-the-art education theory and practice, and to consider NPS opportunities. The seminars invited scholars and experts outside the park to present and discuss with NPS leaders a variety of initiatives and current research. The goal of the seminars was to inform decision making for designing a comprehensive twenty-first century National Park Service education program. The Conservation Study Institute played a key role in organizing this seminar series (see related story, pages 10–12).

During the concluding seminar in June 2002, the NPS National Leadership Council agreed on a vision statement, guiding principles, and goals for a national framework for an education program. After field review, a report, *Renewing Our Education Mission*, was approved by the director and the NPS Education Council created. In May 2002, the director asked the National Park System Advisory Board to create an education committee.

In May 2004, the NPS Education Council, an interdisciplinary advisory forum of representative NPS national and field staff, convened for its first meeting. They agreed that to guide implementation of the national actions in *Renewing Our Education Mission* a number of work groups must be formed and asked to recommend issue-specific plans.

CSI Director Nora Mitchell is serving on the evaluation work group and will work with the NPS Education Council and, through the NPS Policy Office, the National Park System Advisory Board’s Education Committee, to develop a nationwide approach to evaluation.

Crossing Boundaries and Generations: Education Connects People to Parks

Sustaining Public Land— Community Connections through Place-based Education: A Forest for Every Classroom

For the past three years, the Institute has worked with a network of partners to design and evaluate a place-based education program to demonstrate and evaluate the strength of public land-community connections that can be created. “A Forest for Every Classroom: Learning to Make Choices for the Future” is a professional development program for educators built on place-based education principles. Participants commit to a year-long program and develop their own curricula integrating exploration of local natural and cultural heritage with hands-on service learning and civic engagement. At the heart of the program is the belief that educators and their students who are immersed in the interdisciplinary study of their home place are more eager to learn and be involved in the stewardship of their communities and public lands. For the sponsoring partners, each organization has built professional capacity by learning

from each other, and enhanced their community relationships while providing a high quality program (see related story on program evaluation below).

PARTNERS: Marsh-Billings-Rockefeller National Historical Park, Green Mountain National Forest, Shelburne Farms National Historic Landmark, National Wildlife Federation, Northern Forest Center

Testing Program Effectiveness: The Place-based Education Evaluation Collaborative

Rigorous evaluation is essential to ensure that programs are achieving their intended goals. In 2002, several New England organizations formed the Place-based Education Evaluation Collaborative in order to professionally evaluate each of their four individual place-based education programs and to identify successful

characteristics that span all of the programs. Although distinct, the programs—including A Forest for Every Classroom (see related article above)—share goals of enhancing the connections between communities and schools, cultivating motivation and skills for citizenship and civic engagement, and building social capital for more successful, innovative, and resilient communities. This evaluation partnership is also laying the foundation for research into the effectiveness of place-based education models.

PROGRAMS AND PARTNERS: Community Mapping Program at Orton Family Foundation, Vermont Institute for Natural Sciences, Community-based Environmental Education at Antioch New England Institute, Sustainable Schools at Shelburne Farms, Upper Valley Community Foundation

For evaluation reports, see <http://peecworks.org>

Working Definition

Place-based education provides youth and adults, teachers and students with opportunities to connect with their communities and public lands through hands-on, real-world learning experiences on community-based projects.

SHARING THE PROMISE OF PLACE-BASED EDUCATION:

A New Research Learning Center Focused on Innovation and Evaluation

Place-based education is emerging as an innovative and effective way to strengthen civic engagement, connections between public lands and communities, and resource stewardship. The Center for Place-Based Learning and Innovation is one of 32 research learning centers around the country initiated through the NPS Natural Resource Challenge. Through this center, the CSI and its partners contribute to the state of the art in place-based education, research, and evaluation of programs on national parks and other public lands.

To share lessons learned, the center co-sponsored “Promise of Place: Community-based Education in the Northern Forest Region” in November 2002 and again in March 2004. The center has also offered “Principles and Best Practices for Place-based Education,” a training program for public land managers and educators regionally and nationally through the Gateway Communities Leadership Training Program (see related story, page 6).

PARTNERS: Shelburne Farms National Historical Landmark, Marsh-Billings-Rockefeller National Historical Park, NPS Natural Resource Program

The Institute cultivates leadership that is reflective and collaborative, that embraces innovation and leads change in response to new directions in conservation.

“The Power of the Group”

Leadership Roundtable Creates Lifelong Learning

By Doug Wilhelm

Across the country, National Park Service superintendents share many similar challenges: very busy days, much responsibility, high community profiles, complicated, often contentious issues, and often a sense of isolation at the top.

Since the NPS Superintendents' Leadership Roundtable program began in 2001, four groups of 12 superintendents, along with some deputy and assistant superintendents, have come together for a four-day initial program and continue to meet once a year. Convened by CSI and begun as a pilot among three NPS regions—Northeast, Intermountain, and Pacific West—the Roundtable is now a national program that has drawn comments like these from participants:

“If I only have money for one development opportunity—this is it!”

“It is the best learning experience that I have had since becoming a superintendent.”

“This is a great opportunity to connect with peers, discuss difficult issues, and build lasting support networks.”

Why has the program struck such a chord among park leaders?

“For me it was very freeing to be able to say, ‘I’ve got the same issues as everybody else,’ and to be able to ask, ‘how did you handle it?’” said Gayle Hazelwood, superintendent at National Capital Parks East. “It’s open and refreshing to be able to talk with your colleagues, in a very safe environment, about what your concerns are, or your perceived limitations. We all have elements of self-doubt; we get second-guessed a lot, and in this forum we can say, ‘Hey, this is what’s going on.’ We have opportunities to learn new best practices, as well.”



2004 roundtable participants

FACING PAGE: Superintendents' Leadership Roundtable 2003



Solving Problems and Building Leadership

The NPS Roundtable is facilitated by Dennis Duncan, who has extensive experience in leadership professional development and who plays a parallel role in the U.S. Forest Service's Leadership Program. Virginia Farley, CSI director of leadership programs, notes that Duncan "offers a leadership framework including information on current research. Dennis has the ability to create a learning environment that skillfully blends presentation of leadership concepts, encouragement of participant inquiry, offering of professional counsel, and facilitation of meaningful dialogue."

The content is helpful—yet participants say that what they value most are the open discussions, building of mutual trust, and continuing relationships that the roundtables develop, along with the chance simply to reflect on their work.

"It gave me time to back away from being in the midst of the action, and to really think about what's going on, where we're going as a park, and how I might be able to effect change in a positive way. It's hard to think and plan, because you are so busy doing," said Sarah Craighead, superintendent of Saguaro National Park in Arizona.

Craighead took on the leadership post at Saguaro shortly after her group's initial, multi-day roundtable session. She quickly found herself using some of the leadership development techniques she had learned from the program.

"Dennis suggested conducting a transition session with the park's leadership staff," she said. "We held a one-day session, and it was very productive. We got to know each other a little bit better, and talked about the individual goals of the members of the team and what motivated them."

Within NPS, said Bill Laitner, superintendent of Olympic National Park, the roundtable program is unique: a professional development opportunity at the

superintendent's level that focuses both on building skills and on developing and supporting leadership.

He reflected, "Building this network is an important way of creating relationships with peers whom you can call and who will just listen to you, where you can be open and honest in your conversations.

"I think it's really important that this continue over time," Laitner said of the roundtable program and its ongoing groups. "It may be next year when the huge challenge occurs that will make or break your park area—and you'll need this help. Twelve people working together with a trained facilitator can solve difficult problems; there's a synergy that comes together that's almost magic.

"I think you get much, much closer to the root causes of leadership challenges," he added. "And we do that with a trained facilitator, who can dig or probe or push gently when needed. It's all in the power of the group."

Convening National Dialogues on Conservation

Exchanging Perspectives on Innovation: National Conservation Leadership Dialogues

In cooperation with the Lincoln Institute of Land Policy and the Program on Conservation Innovation at Harvard University, the Institute cosponsored “Conservation in the Twenty-first Century: A Leadership Dialogue.” This national symposium, held in June 2002 at the Lincoln Land Institute in Cambridge, Massachusetts, was a gathering of top conservation leaders. Twenty-five participants from across the country discussed innovation in conservation science, conservation education, resource protection, and stewardship.

This dialogue launched an annual series. In June 2003, the second conservation leadership dialogue, “Landscape-scale Conservation: Grappling with the Green Matrix,” was held at the Presidio in Golden Gate National Recreation Area in San Francisco. Participants explored definitions, examples, and strategies through a series of case studies on landscape-scale conservation.

In 2004, the focus of the leadership dialogue shifted to “Frontiers of Conservation Finance” and was held at the Lincoln Land Institute. This discussion investigated promising new techniques for financing conservation projects. A publication on this seminar is underway.

2002 PARTNERS: *Lincoln Institute of Land Policy, Program on Conservation Innovation at Harvard University*

2003 PARTNERS: *Lincoln Institute of Land Policy, Program on Conservation Innovation at Harvard University, Golden Gate National Parks Conservancy, Golden Gate National Recreation Area, QLF/Atlantic Center for the Environment*

2004 PARTNERS: *Lincoln Institute of Land Policy, Program on Conservation Innovation at Harvard University*

Forging the Link between People and Place: Land Trust Alliance National Workshops

At the Land Trust Alliance national conference in October 2004 (in Providence, RI), CSI co-sponsored two workshops on “Theories of Change in Conservation.” These workshops were organized and facilitated by CSI leadership program director Virginia Farley and Andy Pitz with the Natural Lands Trust. This dialogue focused on identifying critical points for change to support sustainable conservation at the individual and community level. A third workshop on “The Role of Place-based Education in Fostering Land Conservation” was organized by CSI community engagement program director Delia Clark in collaboration with Megan Camp (from Shelburne Farms National Historic Landmark in Vermont) and Constance Washburn (from Marin Agricultural Land Trust in California). Participants examined and discussed the key role of place-based education in engaging citizens—youth and adults—in stewardship of their own communities.

In October 2003, CSI co-sponsored a workshop titled “Connecting Land and People: The Stories and Motivations for a New Practice of Land Conservation” at the national conference in Sacramento, California. The workshop was facilitated by CSI leadership program director Virginia Farley in cooperation with Peter Forbes of the Trust for Public Land and the Center for Whole Communities. The workshop focused on redefining our notions of success in conservation and on the power of stories.

At the Land Trust Alliance national conference in Austin, Texas, in October 2002, Virginia

Farley co-facilitated a workshop on “The Why of Land Conservation.” This workshop featured Scott Russell Sanders, distinguished professor of English at Indiana University and author of 18 books. The workshop challenged participants to explore their commitment to land stewardship. CSI also co-sponsored a day-long seminar, “Stories of Place” featuring Nan Jenks-Jay, director of environmental affairs at Middlebury College, and Gary Paul Nabhan, noted author, MacArthur Fellow, and former member of the National Park System Advisory Board.



Exploring the Connection Between Experience of Place and Conservation: Murie Center Symposium

The Murie Center, located on the historic Murie Ranch in Grand Teton National Park, carries forward the values inherent in the teachings of the Murie family—respect for nature, the importance of wilderness, and responsible action. During the center’s 2002 Summer Symposium, CSI leadership program director Virginia Farley participated in a panel discussion on the interrelationship of personal and professional values. She focused on the link between formative experiences on the land and professional interest in conservation. Virginia also led two workshops exploring the use of dialogue and reflective writing as tools for conservation leadership.

Growing the Next Generation of NPS Leaders

Conservation Curriculum for Emerging Leaders

The Institute has been conducting the conservation leadership curriculum for the NPS Entry-Level Intake Program for six years. This is a two-year leadership development training program for NPS employees early in their career who show leadership promise. In 2003, the Institute conducted a two-week course titled “Conservation Leadership: History, Current Practice, and Future Directions.” Through this course, participants explored partnerships between government agencies and nonprofit organizations through site visits to Essex National Heritage Area and Salem Maritime National Historic Site. NPS and outside guest speakers joined the group for a look at conservation history and reflections on NPS leadership. The intake class graduated at CSI in August 2003. In August 2004, Virginia Farley conducted a workshop on “The Meaning of Place to the NPS” for the new class of 2005. The workshop was held at the Lied Conference Center in Nebraska.

PARTNERS: NPS Training and Employee Development, Essex National Heritage Area, Salem Maritime National Historic Site, Marsh-Billings-Rockefeller National Historical Park

Mid-Career Leadership Development

The Institute provided training for the 2002–2003 pilot of the Mid-Level Intake Program, a leadership development program for mid-career NPS employees. The two-year program was designed to create a highly competent, motivated, and diverse group of people ready for the challenges of professional and management careers in NPS. The Institute conducted a series of three sessions—held in Rhode Island and Vermont—on “Conservation Leadership: History and Practice.” Guest speakers offered insights on NPS history, the spectrum of stewardship philosophies, the importance of connecting people to “place,” reflective leadership styles, future scenario planning, and effective leadership in today’s NPS. Through Northeast case studies at the Marsh-Billings-Rockefeller National Historical Park, Blackstone River Valley National Heritage Corridor, and the Green Mountain National Forest, participants looked at current trends in conservation, including partnerships—one of the new directions for NPS—and the current dialogue on wilderness.

PARTNERS: NPS Training and Employee Development, Blackstone River Valley National Heritage Corridor, Green Mountain National Forest, Marsh-Billings-Rockefeller National Historical Park



Intake participants at Salem Maritime National Historic Site and Essex National Heritage Area.

The Institute examines new directions in conservation to stay informed on the best thinking and practice. As the field of conservation evolves, the Institute offers opportunities for evaluation and discussion of new strategies.

Conservation's New Century: Thinking, Talking, and Working Together

A National Symposium Gathers Insights

By Doug Wilhelm

What does the future look like for conservation? What is our legacy from previous generations? Where is the field of conservation headed? What do academics who study the movement say? What about conservation practitioners?

Those were the essential questions posed and explored during "Reconstructing Conservation: History, Values, and Practice," an ambitious national symposium co-sponsored by CSI in November 2001. The program attracted 50 scholars and practitioners for five days of presentations and dialogue—first in an academic setting, at the University of Vermont (UVM), then at CSI in Woodstock. The discussions and reflections that participants shared have since given birth to both a book and an Institute report on the symposium.

Several participants said that for them, the benefits of stepping away from day-to-day challenges and reaching for a wider, deeper, more expansive view have had lasting benefits.

"We're all busy with conservation work and the forum gave us a chance to put our work down and reflect on where we've been, where we are, and where we might be going," said J. Glenn Eugster, NPS assistant regional director, Partnerships Office, National Capital Region. "I think it was very appropriate that the program was held in New England, because of the history of the conservation movement there. The context enriched the discussions.

"It took you to a higher plane," he added of the symposium, which was co-sponsored by The Woodstock Foundation, UVM's Rubenstein School of the Environment and Natural Resources, the NPS CSI, the Trust for Public Land, and the Marsh-Billings-Rockefeller National Historical Park. "... It was an honor to be in the company of all those scholars and practitioners; it was an inspiration. But also, asking a

"To become a viable goal, conservation ... needs to become more inclusive in three senses: it must care for all locales, not just a select few; it must involve all the people, not just a select few; it must laud all creative acts, not just those that preserve some past. Above all, effective conservation requires not just immediate but sustained action, collaborative effort over many generations."

— David Lowenthal, professor emeritus at University College, London, "Epilogue," *Speaking of the Future*

FACING PAGE: Beth Humstone and Phil Huffman present themes resulting from small group dialogues.

large number of people to share their thoughts challenges you to reflect on your own experience and to distill what works and what doesn't."

Pushing for a Fresh Perspective

"What we wanted to do with the symposium was bring the leading academic scholars together and ask them to focus on the future—and, perhaps more important, to translate their academic perspective into a set of principles that would be relevant to people and communities grappling with issues around conservation," said Donald DeHayes, dean of the UVM Rubenstein School of Environment and Natural Resources.

The second stage of the program, in Woodstock, he added, "was aimed at dialogue between the academics and community-based professionals and organizations, and I think it was very successful."

"The main theme was community-based conservation," said participant Susan Flader, a professor of history at the University of Missouri–Columbia. "This is not new; there's been local-level activity all along, but ... now we're realizing that what happens at the local level is really the most important thing—and that it can be assisted by other levels of organizations and government."

Flader said she has looked into the history of American conservation and found a legacy of vital community-based work reaching back to the era of the American Revolution. In scholarly interpretation today, she added, "the whole tendency is to look at the grass roots, from the bottom up."

"The conference organizers invited people to the program who are alert to what is happening in conservation today and at the com-

munity level," she added. "It was a very, very stimulating conference for me. I was at several others, right at about the same time; but this was the most concentrated look at what is happening with the conservation movement—and I got a lot of insight from this experience."



Commitment to Place and Community over Time

"There's a pretty widely held view that the conservation movement, and certain ways of thinking about conservation, need to be rethought," said John Elder, a participant and author on conservation who is a professor at Middlebury College. Along with Flader, Eugster, and others, Elder contributed an essay to the CSI symposium report *Speaking of the Future: A Dialogue on Conservation*.

Reflecting on the symposium, Elder—whose next book will examine the career and influence of George Perkins Marsh—said, "for me, it's trying to put conservation of resources and places in a richer social context. We're moving beyond simplistic dichotomies. That's finally what it's about."

"People are talking about the relationship between conservation and citizenship," he explained.

"Basically the reason we have conservation is both to sustain the resources that we need, and to explore what it means to be a citizen and to live in a society ... 'Stewardship' is a critical word from the lineage of George Perkins Marsh—and stewardship implies a special personal commitment to a

particular place and a particular community over time."

Added Eugster of NPS, "that's one of the exciting things about this change to a more community- or place-based philosophy: you recognize that we're all experts in something. We've gotten away from this notion that government agencies or non-profits are the sole answer and actor for

conservation. Rather, the solutions are in the communities. Some of them are still to be discovered; but the refreshing thing that came out in Vermont was that by working with people at the community level in an equitable way, you create an opportunity for people to help solve problems and identify opportunities."

Said Dean DeHayes of UVM, "we had voices at the table from land trusts, and people talking about multiculturalism in conservation, as well as people talking about the history of the movement, and about communities and parks from a national and international perspective. That was a very moving experience ..."

For both the National Park Service and the broader conservation community, said John Elder, CSI "is creating settings where people can think about these broader issues. This is a very important role and it's a good time for it."

Sharing National Symposium Findings through Two Publications

“This symposium and the publications emanating from it are an excellent example of what can be accomplished through partnerships.”

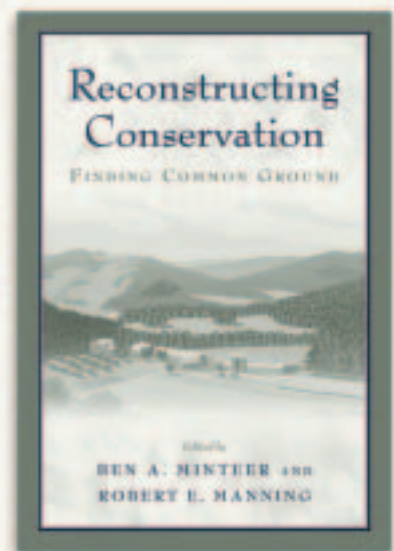
— Dean Don DeHayes, University of Vermont’s Rubenstein School of Environment and Natural Resources

Fifty prominent academicians in environmental philosophy and history, as well as leading conservation practitioners from the public and private sectors, participated in a national symposium. Two publications based on this symposium critically examine long-held conservation tenets and envision principles for conservation in the twenty-first century.

In 2003, the Institute edited and published a report, *Speaking of the Future: A Dialogue on Conservation*, that included nine papers presented at the symposium describing lessons learned and insights gained from conservation practice. Also included were a summary of key themes that emerged from the symposium dialogue and reflective essays by four symposium participants that create a broad vision for the future of conservation. Professor David Lowenthal’s epilogue provides a historical context for re-envisioning conservation and concludes with a challenge: to find a future path that intentionally embeds stewardship in the fabric of society and in our daily lives.

Twenty-three leading scholars and practitioners contributed to *Reconstructing Conservation: Finding Common Ground*, a 2003 Island Press book that explores the conceptual foundations and contemporary vitality of the American conservation tradition. One chapter, “Reinventing Conservation: A Practitioner’s View,” was co-authored by Rolf Diamant (superintendent, Marsh-Billings-Rockefeller National Historical Park), Glenn Eugster (assistant regional director, Partnership Office, National Capital Region), and CSI director Nora Mitchell. The book was edited by Ben A. Minter (Arizona State University) and Robert E. Manning (University of Vermont).

PARTNERS: The Woodstock Foundation, University of Vermont Rubenstein School of Environment and Natural Resources, the Trust for Public Land, Marsh-Billings-Rockefeller National Historical Park



Twelve Principles for Reconstructing Conservation

from *Reconstructing Conservation: Finding Common Ground*,
edited by Ben A. Minter and Robert E. Manning

A “reconstructed conservation” will:

1. adopt an integrative understanding of nature and culture;
2. be concerned with working and cultural landscapes as well as more “pristine” environments;
3. rely on a wider and more contextual reading of the conservation tradition;
4. require long-range landscape stewardship and restoration efforts;
5. have “land health” as one of its primary socio-ecological goals;
6. be adaptive and open to multiple practices and objectives;
7. embrace value pluralism;
8. promote community-based conservation strategies;
9. rely on an engaged citizenry;
10. engage questions of social justice;
11. be politically inclusive and partnership driven; and
12. embrace its democratic traditions.

CONSERVATION AT THE LANDSCAPE SCALE: Lecture Series Explores Emerging Models and Strategies

To protect remaining wild lands and sustain working landscapes, many conservation efforts today operate at the landscape scale. To be successful at this large scale, these efforts must integrate ecological, cultural, and recreational values with economic and community development. As a result, the practice of landscape-scale conservation is complex and challenging: it requires working across political and ecosystem boundaries, adopts an interdisciplinary perspective, and involves the collaboration of many organizations.

In spring 2003, the Institute initiated an annual lecture series co-sponsored with the Rubenstein School of Environment and Natural Resources at the University of Vermont. The series, titled "Conservation at the Landscape Scale: Emerging Models and Strategies," invites leading experts to share their experiences in working on large-scale landscape conservation initiatives.

Selected lectures and panel discussions are broadcast nationally through the NPS distance learning network and videos are also available on our website http://www.nps.gov/csi/trends/uvrm_lecture_series.htm. In spring 2005, a thematic issue of the *George Wright Forum* will be dedicated to landscape-scale conservation based on this lecture series.

PARTNERS: *University of Vermont
Rubenstein School of Environment and
Natural Resources, Snelling Center for
Government, Shelburne Farms,
QLF/Atlantic Center for the Environment*

FALL 2004

Kathleen Fitzgerald, executive director and co-founder, Northeast Wilderness Trust.

Don Murphy, deputy director, National Park Service.

Gustavo Fonseca, executive vice president, Conservation International. Dr. Fonseca also participated in a panel discussion moderated by CSI director Nora Mitchell, which was broadcast to sites across the U.S. as a distance learning event. Luis Vivanco, assistant professor of anthropology, University of Vermont and Jessica Brown, vice president for international programs at QLF/Atlantic Center for the Environment, served as panelists.

FALL 2003

Brenda Barrett, national coordinator for heritage areas, National Park Service.

Jeffrey McNeely, chief scientist, IUCN-The World Conservation Union. Dr. McNeely also participated in a panel discussion moderated by CSI director Nora Mitchell, which was broadcast to sites across the U.S. as a distance learning event. Mike Soukup, NPS associate director for natu-

ral resources stewardship and science, and Jessica Brown, vice president for international programs at QLF/Atlantic Center for the Environment, served as panelists.

Liz Thompson, consulting conservation biologist, University of Vermont.

SPRING 2003

Dr. Reed Noss, Davis-Shine professor of Conservation Biology at the University of Central Florida and chief scientist for the Wildlands Project.

Adrian Phillips, senior advisor to IUCN's World Heritage Programme. Mr. Phillips also participated in a panel discussion moderated by CSI director Nora Mitchell, which was broadcast to sites across the U.S. as the Institute's first distance learning event with a viewer call-in component. Mike Soukup, NPS associate director for natural resources stewardship and science, and Jessica Brown, vice president for international programs at QLF/Atlantic Center for the Environment, were on the panel.

Nancy Bell, Vermont director for The Conservation Fund.





The Institute uses a variety of formats, designed for professionals and the public, to share information on conservation history, current practices, and perspectives on the future. The Institute continues the Conservation and Stewardship Publication Series, edited by CSI director Nora Mitchell.

To obtain a copy of any Conservation Study Institute publication, visit our website: www.nps.gov/csi or contact us by e-mail: stewardship@nps.gov or by mail: Conservation Study Institute, 54 Elm Street, Woodstock, VT 05091.

CSI Publications

- ✿ Tuxill, Jacquelyn L., Nora J. Mitchell, and Jessica Brown. *Conservation and Collaboration: Lessons Learned from National Park Service Partnerships in the Western U.S.* Conservation and Stewardship Publication No. 6, Woodstock, VT: Conservation Study Institute, 2004. This book presents deliberations and recommendations from a workshop held in Santa Fe, New Mexico, in March 2003. The workshop brought together 27 experienced partnership practitioners from the NPS and partner organizations to share what they have learned about building effective conservation partnerships and to discuss how to create a sustainable approach to partnerships within the NPS, other federal agencies, and a wide range of partner organizations. This workshop was designed to build on a similar workshop held in Woodstock in 2000, which convened practitioners primarily from the eastern United States.
- ✿ Slaiby, Barbara, Nora Mitchell, Brent Mitchell and Susan Buggey. *Handbook for Managers of Cultural Landscapes with Natural Resource Values.* Conservation and Stewardship Publication No. 5, Woodstock, VT: Conservation Study Institute, 2003. <http://www.nps.gov/csi/csihandbook/home.htm> (web-based only). The Institute developed this web-based handbook for managers of cultural landscapes as part of its work to bridge the traditional gap between natural resource and cultural heritage conservation. It is meant to be a living document that will continue to evolve and expand as readers contribute additional case studies and advice gleaned from their professional experience.

- ✿ Mitchell, Nora J., Leslie J. Hudson, and Deb Jones, eds. *Speaking of the Future: A Dialogue on Conservation.* Conservation and Stewardship Publication No. 4, Woodstock, VT: Conservation Study Institute, 2003.
- ✿ National Park Service. *Stewardship Begins with People: An Atlas of Places, People, and Handmade Products, Project Update.* Woodstock, VT: Conservation Study Institute, July 2004.

Articles

- ✿ Barrett, Brenda, and Nora J. Mitchell, eds. "Stewardship of Heritage Areas." *The George Wright Forum* 20, no. 2 (2003).
- ✿ Brown, Jessica, Nora Mitchell, and Jacquelyn Tuxill. "An Evolving U.S. System of Parks and Protected Areas." *Parks* 13, no. 2 (2003): 31–41.
- ✿ Buggey, Susan, and Nora Mitchell. "Cultural Landscapes Venues for Community-based Conservation." In press (2004).
- ✿ Diamant, Rolf, J. Glenn Eugster, and Nora J. Mitchell. "Reinventing Conservation: A Practitioner's View." Chapter 19 in *Reconstructing Conservation: Finding Common Ground*. Ben A. Minter and Robert E. Manning, eds. Washington, DC: Island Press, 2003.
- ✿ Mitchell, Nora, Barbara Slaiby, and Mark Benedict. "Local Community Leadership: Building Partnerships for Conservation in North America." *Parks* 12, no. 2 (2002): 55–66.

Web Resources

- ✿ Expanded CSI website, www.nps.gov/csi, including:
- ✿ *Handbook for Managers of Cultural Landscapes with Natural Resource Values* www.nps.gov/csi/csihandbook/home.htm
- ✿ *A Forest for Every Classroom* Place-Based Education Curricula www.nps.gov/csi/trends/forest.htm
- ✿ Video archive of the lecture series, "Conservation at the Landscape Scale" www.uvm.edu/conservationlectures

Videos

- ✿ Rattigan, Charles F. "A Forest for Every Classroom: Learning to Make Choices for the Future." Woodstock, VT, Company for Home Entertainment, Inc., 2003. A 15-minute documentary featuring interviews with participating teachers and program partners. Available in DVD and VHS format.

Other Publications

- ✿ Minter, Ben A., and Robert Manning, eds. *Reconstructing Conservation: Finding Common Ground*. Washington, DC: Island Press, 2003. This book resulted from the 2001 symposium, "Reconstructing Conservation: History, Values, and Practice."
- ✿ National Park Service. *Branching Out: Approaches in National Park Stewardship*. Fort Washington, PA: Eastern National, 2003. This booklet features a sampling of U.S. national park areas that represent the tradition and growing trend of shared stewardship.



Partnerships are the cornerstone of the Institute's vision and success. We are committed to collaborating with others to capitalize on various perspectives on conservation from academic, government, and private interests, and to shape relevant programs. Through collaboration, the Institute ensures that its programs examine the most challenging current issues and draw on contemporary experience and state-of-the-art thinking within the NPS and the broader conservation community.

NATIONAL PARK SERVICE

Marsh-Billings-Rockefeller National Historical Park is the only national park to tell the story of conservation history and the evolving nature of land stewardship in America. Home to pioneer conservationist George Perkins Marsh, the park includes a model farm and forest developed by Frederick Billings and continued by granddaughter Mary French Rockefeller and her husband, Laurance S. Rockefeller. The park, working in partnership with the Billings Farm & Museum, chronicles three generations of stewardship and the emergence of a national conservation ethic. The Conservation Study Institute's home office is located here.

www.nps.gov/mabi

Rolf Diamant, Superintendent

NPS National Heritage Areas Program manages heritage areas around the country to conserve and celebrate heritage and special landscapes.

<http://www.cr.nps.gov/heritageareas/>

Brenda Barrett, Program Director
Suzanne Copping, Program Assistant

NPS Northeast Region

Marie Rust, Regional Director
Chrysandra Walter, Deputy Regional Director
John Maounis, Chief of Staff
Robert McIntosh, Associate Regional Director

NPS Park Planning and Special Studies Program establishes policies and coordinates activities related to general management planning for all units of the national park system.

<http://inside.nps.gov/waso/waso.cfm?lv=2&prg=50>

Warren Brown, Program Manager

NPS Partnerships Office offers nationwide partnership programs for interpretation, education, volunteers, and outdoor recreation to further support and foster stewardship for the 388 national parks and a multitude of programs.

Chris Jarvi, Associate Director for Partnerships, Interpretation and Education, Volunteers and Education

John Piltzecker, Partnership Program Manager

NPS Policy Office develops and communicates policy and regulations (and helps others do so), administers the committee management program, and plans and coordinates conferences.

Loran Fraser, Chief, Office of Policy

NPS Training Community provides resources, context, and stimulus for personal and professional growth in support of the NPS mission and strategic goals and trains and develops NPS employees from sites throughout the United States.

www.nps.gov/training

Chris Perry, (former) Training Manager, Entry-level Intake Program

Mary Bonacorda, Employee Development Specialist

Peggy Sandretzky, NPS Liaison to the National Conservation Training Center

Sandy Taylor, Training Manager, Supervision, Management, and Leadership

Michael Watson, Superintendent, Mather Training Center

Constantine Dillon, Superintendent, Albright Training Center

Clarenda Drake, Superintendent, National Capital Training Center

ORGANIZATIONS

Harvard University/Program on Conservation Innovation at the Harvard Forest advances the practice of land and biodiversity conservation in the twenty-first century.

<http://harvardforest.fas.harvard.edu/research/pci/Welcome.htm>

Jim Levitt, Director

Land Trust Alliance works to accelerate the pace of land protection and to safeguard the long-term future of land trusts and the lands they conserve.

<http://www.lta.org/aboutlta/index.html>

John Bernstein, Director of Conservation
Ezra Milchman, Northeast Director

Lincoln Institute of Land Policy is a nonprofit educational institution established in 1974. Its mission is to study and teach land policy, including land economics and land taxation.

<http://www.lincolnst.edu/aboutlincoln/index.asp>

Armando Carbonell, Senior Fellow and Co-chair

Jean Hocker, Board Member

Murie Center "inspires people to act mindfully on behalf of wild nature."

<http://www.muriecenter.org/>

Nancy Shea, Executive Director

National Park Foundation strengthens the enduring connection between the American people and their national parks by raising private funds, making strategic grants, creating innovative partnerships and increasing public awareness.

<http://www.nationalparks.org/Home.asp>

Julia Washburn, Vice President, Grants and Programs

QLF/Atlantic Center for the Environment (QLF) is a private, non-profit organization whose mission is to support the rural communities and environment of New England and eastern Canada and to create models for stewardship of natural resources and cultural heritage that can be applied worldwide. Incorporated in the United States and Canada, QLF has over 35 years of experience working in rural communities of the Atlantic region.

www.qlf.org

Laurence B. Morris, President

Jessica Brown, Vice President, International Programs

Brent Mitchell, Vice President, Stewardship

Tom Horn, Vice President, Programs

Stephanie Tuxill, Coordinator, International Programs

Shelburne Farms is a national historic landmark and a nonprofit, place-based educational organization whose mission is to cultivate a conservation ethic in Vermont and around the world by teaching and demonstrating the stewardship of natural and agricultural resources. Its educational programs reach students and teachers, conservation professionals, and the public.

www.shelburnefarms.org

Alec Webb, President

Megan Camp, Vice President, Programs

Pat Straughan, Family Program Coordinator

Sonoran Institute is a nonprofit organization that works collaboratively with local people and interests to conserve and restore important natural landscapes in western North America, engaging partners such as landowners, public land managers, local leaders, community residents, and nongovernmental organizations. "Community Stewardship" is the Institute's innovative approach to conservation.

<http://www.sonoran.org/>

Luther Propst, Executive Director

John Shepard, Associate Director of Programs and Administration

The Conservation Fund forges partnerships to preserve our nation's outdoor heritage: America's legacy of wildlife habitat, working landscapes, and community open space.

<http://www.conservationfund.org/>

Larry Selzer, President and CEO

Ed McMahon, former Vice-President

Mark Benedict, Senior Associate for Strategic Conservation

Kristin Peppel, Training Program Manager

Nancy Bell, Vermont Director

The Woodstock Foundation, Inc. promotes conservation, sustainable land use, and heritage as values that are essential to culture, community, and the human spirit. The foundation's centerpiece is the Billings Farm & Museum, an operating dairy farm and museum dedicated to telling the story of Vermont's rural heritage.

David Donath, President

University of Vermont (UVM) provides both scholarship on conservation history and educational programs through the Rubenstein School of Environment and Natural Resources and allied programs on campus. Faculty in the Rubenstein School have extensive expertise in recreation management research in national parks and national forests across the country. The Conservation Study Institute has an office at the university.

www.uvm.edu

Rubenstein School of Environment and Natural Resources

Don DeHayes, Dean

Deane Wang, Associate Dean

Steve Libby, Lecturer

Robert Long, Doctoral Student

Robert E. Manning, Professor

Leslie Morrissey, Associate Professor

Pat Stokowski, Associate Professor

Wes Graff, Manager, Instructional Television

Robert McCullough, Lecturer, Historic Preservation Program

Rick Paradis, Director, Natural Areas Center

Walter Poleman, Lecturer, Botany

Tom Vissar, Director and Associate Professor, Historic Preservation Program

Vermont Law School provides legal education rooted in a commitment to civic values.

<http://www.vermontlaw.edu>

Geoffrey Shields, President and Dean

Karin Sheldon, Assistant Dean, Environment Program; Director of the Environment Law Center

Belinda Sifford, Assistant Professor

US Fish and Wildlife Service/ National Conservation Training Center

is a gathering place where conservation professionals from all sectors can learn together in an environment especially designed for them. Individuals from governments, nonprofit organizations, and corporations can come together in a non-threatening, collaborative setting to learn new skills, share perspectives, break down barriers, establish networks, find common ground, and move toward field-based solutions built on consensus and mutual interest.

<http://training.fws.gov/>

Steve Chase, Special Assistant to the Director, NCTC

Dawn Lagrotteria

Laura Jones

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